## Topic: Making Connections People of the World Grade: 2 Lesson Length: 60 minutes

## *(Affective Lesson: Relationships, Tolerance) (with several session of follow up for centers)*

## Discipline(s): Social Studies Instructor: Angela Hollis

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| Content Knowledge/Standards | Alabama Social Studies Course of Study 2nd Grade:  7.) Describe ways people throughout the world are affected by their geographic environments. |
| **Assessment** | * TSW participate in a class discussion focused on the relationships of people around the world. * TSW create a of things that are unique about themselves when compared to others in our community. |
| **Introduction** | * TTW show “If the world were a village of 100 people” <http://www.teachertube.com/viewVideo.php?video_id=47658&title=If_the_World_were_a_Village_of_100_People> * TTW lead a discussion of what this video means in terms of our relationship to others on the planet. |
| **Teaching Methods** | * Teacher led discussion * Multi media presentation * Read aloud |
| Learning Activities | * TTW read aloud If the World Were a Village by David J. Smith, stopping occasionally to clarify, and discuss specific areas of interest. TTW adjust the discussion as necessary, to accommodate for different learning styles and clarify for ELL students. Students will be encouraged to use hand signals and classroom procedures to participate in the discussion. * TSW write/draw on an index card how they feel they fit into the world. Bloom’s style questioning will illicit student thinking. (See attached list of possible questions.) * TSW pair/share with their table partner. TTW circulate and talk with individual students. * Whole group discussion resumes, TTW wrap up and encourage continuing critical thinking. |
| **Resources** | * Teacher Tube Video * If the World Were a Village by David J. Smith * Pencil, index cards |
| **Products** | * Index cards with student responses |
| **Grouping** | * Whole group multi media presentation * Whole group discussion |
| **Extensions** | * Students should continue adding to their Flat Stanley project by making connections with more people throughout the unit. * Connections to the curriculum content in the areas of Geography, Reading and Writing will be enhanced through the use of integrated learning centers. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Integrated learning centers will provide guided practice of Geography skills and offer extension activities. (See attached Task Cards.) * Questioning techniques employed throughout |